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ABSTRACT

Elementary students will develop an awareness of the many facets of sex-role stereotyping through these 10 lessons. The broad concept areas of the individual lessons correspond to the general areas of a basic elementary social studies program. Foci of the lessons are reflected in their titles: (1) Self-Realization: Feelings and Expressions; (2) Self-Realization; Friendship; (3) Critical Thinking: Women's Hall of Fame; (4) Utilization of Environment: Sports and Sex-Role Environment; (5) Critical Thinking: Sex-Role Stereotyping in Activity and Occupational Language; (6) Governing: Women of the American Revolution; (7) Producing and Consuming: Sex-Role Stereotyping in Employment; (8) Producing and Consuming: Career Awareness; (9) Producing and Consuming: Toys; and (10) Self-Realization: Fairy Tales. Lesson activities are many and varied and involve students in reading, discussing, and dramatizing stories; learning songs; writing research reports on women; mounting pictures for display; and analyzing newspaper articles. Information provided for each lesson includes objectives, materials needed, teaching procedures, and follow-up activities. (RM)

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EQUITY LESSONS FOR ELEMENTARY SCHOOL

Office of Curriculum and Instruction
School District of Philadelphia

1982

SP 014 379

Women's Educational Equity Act Program
U.S. DEPARTMENT OF EDUCATION

T. H. Bell, Secretary

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TO THE TEACHER

This series of lessons has been designed to develop in the elementary student an awareness of the many facets of sex-role stereotyping.

The broad concept areas of the individual lessons correspond to the general areas of a basic elementary social studies curriculum: self-realization, critical thinking, utilization of environment, governing, and producing and consuming. Within each concept area, a specific subject as it relates to the issue of sex-role stereotyping is explored. Positive approaches to awareness of the universality of emotions, abilities, and aspirations are accented.

The effectiveness of this material will depend on how well teachers select (and guide students' awareness in selecting) nonsexist, nonracist, multicultural resources.

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TEST YOUR SEXIST I.Q.

1. Do you excuse behavior in boys you would not tolerate in girls, or vice versa?

2. Do you line up or seat children by sex?

3. Do you punish children by making them sit with the opposite sex?

4. Do you often refer to children by sex?
   Examples: "Boys and girls, . . ."
   "I want the boys to do this and the girls to do that."

5. Do you assign jobs (give out books, collect papers, hold doors) by sex?

6. Do you say, "ladies and gentlemen," or, "ladies, don't talk that way"?

7. Do you call boys "sissies" if they cry?

8. If you teach preschool or kindergarten, do you restrict children from certain areas? For example, do you exclude boys from the housekeeping area and keep girls from playing with blocks and other construction toys?

9. Are there "boys'" and "girls'" parts of the yard for recess activities?

10. Do you expect neater work from girls than from boys?

11. Do you reward boys and girls differently and for different things?

12. Do you have more pictures of males in your room than of females?

HOW DID YOU DO?

12 No's--You're super!

11 to 10 No's--You're terrific!

9 to 8 No's--You're fine.

7 to 6 No's--Watch out . . .

5 No's or fewer--You need H E L P !!!

ABOUT THIS QUIZ

The purpose of that short quiz was to make you, the teacher, aware of the subtleties of sex discrimination. The Pennsylvania Department of Education gives the following definition of sexism:

> Sexism is both an attitude and a way of behaving. It consists of arbitrarily assigning certain traits, abilities, and expectations to people solely on the basis of their sex, regardless of their attributes as individual people.

Sexism limits the choices open to all children. Sexist attitudes are so deep-rooted and have so many far-reaching effects that your intervention is needed. You, the teacher, can be a key force in helping children reach their full potential.

LESSON #1

SELF-REALIZATION: FEELINGS AND EXPRESSIONS
(Primary Grades)

OBJECTIVES:

1. Pupils will develop awareness that all people have emotions and that expressions of emotion are a natural release.

2. Pupils will receive an opportunity to express this awareness by discussing, writing, or drawing a picture about an emotional experience.

3. Pupils will develop awareness that sharing emotions is a healthy and necessary part of human development.

MATERIALS:

1. "Dudley Pippin and the Principal" and "It's Alright to Cry," from the record or book, Free to Be . . . You and Me (see Lesson #2)

2. Pictures of people from magazines and newspapers; include an equal number of females and males

3. Posters of people displaying emotions

PROCEDURE:

Day 1

1. Read story or listen to recording of "Dudley Pippin and the Principal."

2. Discuss the story, first allowing pupils to react spontaneously and then raising directed questions. For example:
   a. How did Dudley feel when he started crying in front of the principal?
   b. Why do you think he felt this way?
   c. Would you rather cry or laugh by yourself, or with someone there? Why?
   d. Have you ever had an experience like Dudley's?

3. Have pupils dramatize the story, first ad-lib and then with a class-written script.

4. As an assignment for the following day, have pupils bring in pictures of females and males. Suggest they draw pictures if magazines are not available.

Day 2

1. Display pictures brought in by pupils. Have additional pictures or magazines available. Ask individual pupils to choose pictures that show a person expressing happiness, sadness, fear, disappointment, loss, pain, frustration, or other emotion. Tell a story to describe a situation involving emotional expression. Have each pupil discuss her or his reaction with the group.

2. Ask pupils to draw pictures of themselves showing the last time they cried or laughed. Have each pupil write or dictate a sentence explaining why he or she is crying or laughing in the picture. Display the captioned pictures on a bulletin board entitled "It's Alright to Cry" or make a book of them.

3. Encourage individual pupils or teams to write a short story, poem, or song about something that made them cry. Suggest they illustrate their writing.

FOLLOW-UP ACTIVITIES:

1. Teach the song "It's Alright to Cry."

2. Have pupils act out expressions of their emotions (happiness, fear, surprise, anger, and others) through role play and pantomime. The rest of the class guesses which emotion is being displayed and what might have caused it.

LESSON #2

SELF-REALIZATION: FRIENDSHIP
(Primary Grades)

OBJECTIVES:

1. Pupils will develop awareness of friendship as important to a fulfilled life.

2. Pupils will understand that there are different kinds of friendships (e.g., with parents, peers, siblings, teachers, neighbors, and others).

3. Pupils will understand that friendship is a helping and sharing experience.

4. Pupils will understand friendship as a condition unhindered by sex, age, or racial barriers.

5. Pupils will express awareness of friendship by developing a book, written and illustrated as a class project, entitled "A Friend Is Someone Who . . ."

MATERIALS:

1. A Friend Is Someone Who Likes You by Joan Walsh Anglund, Harcourt Brace Jovanovich, 1958

2. "Agatha Fry" and "Glad to Have a Friend Like You" in Free to Be . . . You and Me by Marlo Thomas, et al., McGraw-Hill, 1974

3. The Hating Book by Charlotte Zolotow, Harper and Row, 1969

4. A Boy, A Dog, A Frog and A Friend by Mercer and Marianna Mayer, Dial Press, 1971.

5. Ira Sleeps Over by Bernard Waber, Houghton Mifflin, 1972

6. Where's Mark? by Jacquie Hann, Scholastic Book Services, 1977

7. Peter's Chair by Ezra Jack Keats, Harper and Row, 1967

8. The New Friend by Charlotte Zolotow, Abelard Press, 1968

PROCEDURE:

1. Read one or two of the books aloud and/or play the theme song from Free to Be . . . You and Me. Allow pupils to react to the song or story, and then ask directed questions such as:

a. Have you ever had an experience like that? Did that song (or story) bring anyone special to mind? Who and why?

b. Why is a friend special? Who do you consider your friends (at school, at home, in your neighborhood)?

c. Are your friends mostly girls or mostly boys, or are they both? Has it always been this way? Are your friends older or younger than you or the same age? Has it always been this way?

d. Do you ever fight with your friends? How does that feel?

2. Create a language experience story based on the discussion. Have pupils copy the story and take it home to read to their families.

3. Make a "Friendship Book."

a. Kindergarten and Grade 1
Have each pupil draw a friend. The pupil, or teacher using pupil's dictation, writes a sentence describing the friend. Compile pictures into a book for a language arts lesson. Pupils can share the pictures with other classes.

b. Grades 2 and 3
(1) Have each pupil write a story about a friend or friendship experience. Suggested topics:
- What is a friend?
- Why are friends important?
- What do you do with your friend?
- Why is a friend special?
- What kind of fun things do you share with your friend?
- How can a friend teach and help another friend?

(2) These stories, with illustrations, can be made into individual books or combined into a larger class friendship book. Children can work individually or in teams. The completed book or books can be shared with other classes.

FOLLOW-UP ACTIVITIES:

1. Have the class learn the songs "Agatha Fry" and/or "Glad to Have a Friend Like You" from Free to Be . . . You and Me. Pupils can illustrate and role play the songs.

2. Have each pupil prepare something she or he does well to teach or share with the class.

3. Have magic circle discussion groups or assign written expression on the following topics:

- A friend of mine at school, but not in my class, is _____.

- My friend _____ helped me by _____.

- I am a good friend because _____.
- I helped my friend when I _____.
- Once I got mad at my friend when he or she _____.
- My mother/father is a friend because _____.
- A grown-up whom I really like is _____ because _____.

LESSON #3

CRITICAL THINKING: WOMEN'S HALL OF FAME
(Grades 4-6)

OBJECTIVES:

1. Pupils will develop an awareness of the contributions of women to American life and culture.

2. Pupils will create their own guidelines for a decision-making process by developing criteria for admission to a Women's Hall of Fame.

3. Pupils will use these criteria to evaluate candidates for such a Hall of Fame.

MATERIALS:

1. Books, filmstrips, newspapers, magazines related to the subject

2. Access to a library

PROCEDURE:

1. Using discussion and/or pictures, introduce the concept of a hall of fame. What is it? What kinds exist (baseball, football, etc.)? Who is in each of the particular halls of fame mentioned? How are they chosen? By whom? For what reasons?

2. Suggest to the class the need for a hall of fame of outstanding women. Have the class establish guidelines for nominees to this hall of fame. For example, will the person be living or dead, of a specific nationality (American, European), nationally or internationally prominent, and in what areas (politics, science, literature, art, sports, civil rights, theater, or other)? Allow time to debate and reach consensus. Remind pupils that these guidelines will be used to choose hall of fame members.

3. Have pupils brainstorm to come up with a list of famous women. Pupils can conduct an informal "interview" or "survey" in other classes to expand their list. Have pupils narrow their list to approximately 20 women who seem to be suitable candidates for a Women's Hall of Fame, using the guidelines previously established. A sample list appears at the end of this lesson.

4. Have each pupil select one or two women to research. Have each pupil write an essay for presentation to the class, endorsing the woman's nomination. This may be done as a group activity, each group being assigned an area to research (sports, politics, civil rights, for example). In this manner a Women's Hall of Fame with a wing for various areas of achievement could be created. Additions to areas could be an ongoing process.

5. After the nominations are made, have the class vote for a specified number of women to be inducted into the Women's Hall of Fame.

6. Write to the Women's Hall of Fame. Seneca Falls, New York, for information and materials on the women included in their hall of fame.

FOLLOW-UP ACTIVITIES:

1. Have pupils use old books, magazines, and newspapers to determine the sex roles that existed in the past. Discuss changes. Have pupils write a paragraph about the status of women's rights one hundred years ago, or one hundred years into the future.

2. Have pupils use their research on famous women to write an "I Was There" story or interview, to describe an event that involved a famous woman. Discuss the differences in women's lives and occupations in the past and present.

3. Have teams of pupils use their research to prepare illustrated reports on the women they have chosen. Compile these reports into a class book.

Sample List of Famous Women for Hall of Fame

- Susan B. Anthony
- Mary McLeod Bethune
- Elizabeth Blackwell
- Shirley Chisholm
- Marie Curie
- Amelia Earhart
- Althea Gibson
- Rebecca Gratz
- Billie Jean King
- Coretta Scott King
- Lucretia Coffin Mott
- Rosa Parks
- Alice Paul
- Eleanor Roosevelt
- Wilma Rudolph
- Sacajawea
- Elizabeth Cady Stanton
- Lucy Stone
- Harriet Tubman
- Cicely Tyson

LESSON #4

UTILIZATION OF ENVIRONMENT: SPORTS AND SEX-ROLE STEREOTYPING
(K-6)

OBJECTIVES:

1. Pupils will develop awareness that sports competency is based on exposure, training, practice, personal ability, and desire--not sex.

2. Pupils will identify reasons that some people prefer lifetime sports to competitive sports.

MATERIALS:

1. Chart paper or poster board; newspapers and magazines; sports equipment--ropes, balls, bats, etc.

2. Books:
   Growing Free: Ways to Help Children Overcome Sex-Role Stereotypes by Monroe D. Cohen and Lucy P. Martin (eds.), Association for Childhood Education International, 1976
   The New Games Book by Andrew Fluegelman, Doubleday, 1976

PROCEDURE:

Day 1

1. Bring in and display pictures of sports and develop a list of sports activities with pupils.

2. Have some pupils pantomime a sports activity, while the rest of the class guesses what it is.

3. Have pupils discuss their favorite spectator and participation sports.

Day 2

1. Using board, chart, or poster, create a bar graph showing sports activities preferred by class members.

8						
7						
6						
5						
4						
3						
2						
1						
baseball	tennis	hockey	golf	football	swimming	basketball

2. Have each pupil write her or his name in the column of the activity she or he chooses. Then, if you wish, have pupils color in the blocks.

3. Have the class analyze and discuss the results:
   a. Which was the most favored activity?
   b. Which was the least favored activity?
   c. Which activities are favored equally, or nearly equally (if any)?
   d. Compare activities: how many more like _____ than _____?
   e. In any column where the female/male preferences are unequal, ask why. Try to determine if it is due to:
      - lack of exposure or training in the sport
      - sex-role-stereotyped family or peer values
      - fear of the sport
      - other reason

4. Ask pupils to bring in pictures or articles from newspapers or magazines showing females and males involved in sports activities.

Day 3

1. Have pupils write stories about the pictures they brought to class. (Teacher can write from dictation for younger pupils.)

2. Have pupils mount pictures and stories for display or compile them into a book.

3. Have pupils use the pictures to create a collage on a theme, for example, women in sports, lifetime sports, sports with equal female/male participation.

Day 4

Using The New Games Book by Andrew Fluegelman or other resource, select a new game or sport, discuss the rules and skills involved, and teach the new game or sport to the class.

Some pupils may perform poorly at first. Give pupils time to practice the new skill(s), which should improve. Discuss with the class the roles of exposure, training, and practice in developing new skills. Some pupils may have had little difficulty in learning the new skill. Discuss the roles of overall body conditioning and adaptation of previously learned skills to new, related skill areas. Discuss the "mental" aspects of learning and performing sports activities--remembering rules, "strategizing," feeling self-confident, and other aspects.

FOLLOW-UP ACTIVITIES:

1. Create a series of Physical Activity Learning Centers. In the gym or school yard, set up five activity centers (rhythmics, basketball, rope jumping, hopscotch, relay races, etc.). Post rules nearby (you may want to assign a pupil to each center to demonstrate the activity). Allow time for pupils to practice each activity. Have pupils rotate activities.

2. Read Is It Hard? Is It Easy? by Mary M. Green, Addison Wesley Children's Books, 1960, with the class.

LESSON #5

CRITICAL THINKING: SEX-ROLE STEREOTYPING
IN ACTIVITY AND OCCUPATIONAL LANGUAGE
(Grades 4-6)

OBJECTIVES:

1. Pupils will learn that our society--home, school, mass media--channels us into specified roles that do not always give us a true understanding of human potential.

2. Pupils will develop the ability to recognize instances of stereotyping, with special reference to sex-role stereotyping.

MATERIALS:

1. Chart paper, textbooks, magazines, and newspapers

2. Access to a library

3. People at Work (a collection of photographs) by Instructo Corporation, Paoli, Pennsylvania

4. "Career Awareness" (a filmstrip) by Westinghouse Learning Corporation, New York

PROCEDURE:

I. Examination of Language for Sex-Role Stereotyping

Day 1

Display a group of pictures of females and males performing sex-role-stereotyped tasks. Have pupils describe the people in the pictures in terms of the activity performed (reading, running, serving) and the personal characteristics revealed, as pupils perceive them (busy, energetic, rough). Chart the responses in categories:

Nouns	Pronouns	Adjectives	Verbs
girl	she	pretty	sewing
man	he	big	hammering
woman	she	kind	helping
boy	he	rough	playing

Day 2

1. Have pupils examine the chart, using gender as a reference point.
   a. Which "action words" (verbs) "belong to" males in the pictures?
   b. Which "description words" (adjectives) "belong to" males?
   c. Which "action words" (verbs) "belong to" females in the pictures?
   d. Which "description words" (adjectives) "belong to" females?

2. Repeat the charting activity using People at Work (nonsexist photographs), raising the same questions.

3. Discuss both charting activities with the class. Have each pupil choose several photographs from either of the two collections that most accurately reflect life as she or he experiences it. Have pupils write stories about the people in their pictures.

Day 3

1. Distribute an attitude checklist like the one below. Have pupils categorize each word as F for female, M for male, B for both, or N for neither.

cooking_____	brave_____	teacher_____	aggressive_____
running_____	smart_____	farmer_____	irresponsible_____
sewing_____	loving_____	baker_____	bullish_____
helping_____	gentle_____	engineer_____	gossipy_____
racing_____	selfish_____	politician____	competent_____
watching_____	married_____	swimmer_____	athletic_____

2. Have pupils discuss their reactions, first in small groups and then as a class.

3. Have pupils take the checklist home for parent and relative responses and discuss the results in class.

II. Examination of Sexism in Textbooks

Day 4

1. Divide the class into groups. Have each group examine a story or section of a basal reader used in the class. Chart their findings:

Title of story:				
Name of character	Child or adult?	Female or male?	Description of character	Actions of character

2. Discuss the findings of each group, using gender as a reference point.
   a. Which words are used for females?
   b. Which words are used for males?
   c. Are any words used for both females and males? How many times?
   d. Are similar words used for male children and male adults? For female children and female adults?
   e. Does this type of language use make us expect females and males to act in certain ways just because they are females and males?

3. Have pupils complete the following sentences and discuss their reactions.

   Girls can _____.

   Boys shouldn't _____.

   All _____ are strong.

   Men who do housework are _____.

   Women who work are _____.

   Women could never be _____.

   _____ make better doctors.

   _____ should never cry.

   _____ like children more than _____.

4. Develop the concept of fact versus opinion. Give pupils several examples of each and have them practice discriminating between the two categories. Encourage them to make up their own examples. When the concept seems clear, have pupils categorize their sentence completions as fact or opinion. Through discussion, develop the idea that stereotyping by sex, like all stereotyping, is based on opinion or generalization and not on fact.

FOLLOW-UP ACTIVITIES:

1. Show some old career filmstrips (if available). Discuss how women are represented. Compare them with newer films (books may be substituted for films).

2. Invite a publisher's representative from a book company to school and discuss the class's findings with her or him.

3. Distribute an attitude checklist, similar to the one used on Day 3, to determine if any changes have occurred in pupil sensitivity to sex-role stereotyping.

LESSON #6

GOVERNING: WOMEN OF THE AMERICAN REVOLUTION
(Grades 4-6)

OBJECTIVES:

1. Pupils will become familiar with famous women of the American Revolution.

2. Pupils will be able to give at least two reasons why women of the period are not as well known as men.

3. Pupils will be able to match at least ten women of the American Revolution with their contributions.

MATERIALS:

1. Reprints of articles in bibliography

2. Twenty-six 3" x 5" cards, with a name from the following list printed on each card:

- Abigail Adams
- Martha Bell
- Margaret ("Capt. Molly") Corbin
- Lydia Darragh
- Elizabeth Dawson
- Elizabeth Franklin
- Emily Geiger
- Mary Goddard
- Temperance Grant
- Anne Catherine Green
- Elizabeth Hager
- Nancy Hart
- Mary Ludwig Hays (Molly Pitcher)
- Sybil Ludington
- Eliza Pinckney
- Esther Reed
- Betsy Ross
- Deborah Sampson
- Sally St. Claire
- Nancy Ward (Nanye-Hi)
- Mercy Otis Warren
- Martha Washington
- Phillis Wheatley
- Laura Wolcott
- Patience Lovell Wright
- Betty Zane

3. Picture or artifact relating to Revolutionary War period--Liberty Bell, Independence Hall, for example

PROCEDURE:

Day 1

1. Display picture or artifact relating to Revolutionary War period. Discuss its significance in relation to the American Revolution.

2. Make a list of names associated with the Revolution (for example, George Washington, John Adams, etc.). Discuss this list.
   a. How many men are listed?
   b. How many women? (There will be fewer, if any, women.)

c. Why do you think there are fewer (or no) women?
d. What do you think those women were doing?
e. Do you think they were active in the Revolution? Why? Why not?

(Note: This is an open-ended activity. Accept the pupils' answers for now; their answers should reflect change as the lesson proceeds.)

Day 2

1. Read or have pupils read "The Forgotten Spirit of '76: Women in the Revolutionary Era" (see bibliography).

2. Through discussion, develop a list of names mentioned in the article.

Day 3

1. Ask the following questions and discuss answers:
   a. What can you tell me about Paul Revere?
   b. What can you tell me about Sybil Ludington (mentioned in the article for Day 2)?

2. Tell pupils that they can find out more about Sybil Ludington by listening to the story "Ride On Sybil" (see bibliography) or have pupils read the story.

3. Discuss the similar experiences of Sybil Ludington and Paul Revere:
   a. When did Sybil live?
   b. What did she do?
   c. Do you think what she did was dangerous? Why or why not?
   d. What do you think would have happened to her if she had been caught?
   e. Does Sybil Ludington remind you of any other woman you know about, from either the past or the present?

Day 4

1. Tell pupils they will now find out about women who made contributions to American independence during the American Revolution.

2. Distribute name cards (see list of materials) and have pupils research the women in the IMC or library.

3. Assign each pupil to a group. Have each group formulate a technique for reporting the results of their research to the whole class. Reporting techniques may include oral reports, interviews, role plays, newscasts, letters, dioramas, television shows, songs, or poems.

4. Match the adjective to the woman it best describes. Place at least one adjective next to each woman's name. You may want to use some words more than once.

brave	enterprising	skillful	artistic
dependable	quick-thinking	inventive	daring
caring	determined	thoughtful	creative
hard-working	proficient	courageous	intellectual

Sally St. Claire_____ Mary Ludwig Hays_____

Elizabeth Dawson_____ Eliza Pinckney_____

Elizabeth Franklin_____ Betsy Ross_____

Emily Geiger_____ Deborah Sampson_____

Mary Goddard_____ Mercy Otis Warren_____

Temperance Grant_____ Phillis Wheatley_____

FOLLOW-UP ACTIVITIES:

1. Have pupils dramatize the story of Sybil Ludington's ride--with pupil-prepared script, costumes, props, etc.

2. Compile a list of birthdays of famous women of American Revolutionary times and have pupils plan a class or school-wide "birthday celebration." The event can include research reports, art displays, etc., about the famous woman--and a class party!

BIBLIOGRAPHY:

"The Forgotten Spirit of '76--Women in the Revolutionary Era," Ms. Magazine, July 1974.

"Ride On Sybil" by Ruth Eby, Ms. Magazine, July 1975.

Secret Soldier: The Story of Deborah Sampson by Ann McGovern, Four Winds Press, 1975.

LESSON #7

PRODUCING AND CONSUMING: SEX-ROLE STEREOTYPING IN EMPLOYMENT
(Grades 4-6)

BACKGROUND INFORMATION:

It has been said that women should stick to "women's jobs" and men should stick to "men's jobs." Tradition rather than job content has led to such attitudes. Studies measuring inherent aptitude and knowledge areas show that there is no difference with reference to sex (see The Myth and the Reality, pamphlet of the U.S. Department of Labor Employment Standards Administration, 1974).

Unless certain job titles are changed to eliminate sex-role stereotyping, most women and men will continue to apply for traditionally stereotyped jobs. The U.S. Census Bureau has changed such job titles in its Occupational Classification System. The aim is to challenge the idea of so-called "men's jobs" and "women's jobs." These changes and a public knowledge of such changes will help reduce concentrations of women in some occupations and men in others.

OBJECTIVES:

1. Pupils will understand that job requirements, with extremely few exceptions, are unrelated to sex.

2. Pupils will learn that discriminatory practices still exist in the hiring of women.

3. Pupils will be able to recognize discrimination by sex.

MATERIALS:

1. Newspapers (preferably Wednesday or Sunday editions)

2. Nellie Bly: First Woman of the Press by Tom Lisker, Silver Press, 1978

3. Dictionaries

4. People at Work (photograph collection) by Instructo Corporation, optional

PROCEDURE:

Day 1

1. Show some of the following pictures, from People at Work or another source:
   a. a female construction worker
   b. a male ballet dancer
   c. a female jockey
   d. a male boxer
   e. a female race car driver
   f. a male race car driver
   g. a female ballet dancer
   h. a male construction worker

2. Discuss with the class:
   a. Is there a sex difference in the ability to perform a job?
   b. Should there be a difference in salary between women and men who perform the same job?

3. Have pupils complete the following statements in paragraph form and discuss their responses:

   a. It's a woman's responsibility to_____.

   b. Supporting one's family is a job for_____.

   c. Husbands who do housework are_____.

   d. Men who do not marry are_____.

   e. Women who do not marry are_____.

Day 2

1. Introduce the concept that a job title should describe the work that is being done, and not the sex of the person who is doing it.

2. Have pupils complete the following exercise, matching each "old" job title on the left with its "new" title on the right:

1. foreman	_____ waiter's assistant
2. maid	_____ fire fighter
3. busboy	_____ cleric
4. airline stewardess	_____ trash collector
5. fireman	_____ fisher
6. clergyman	_____ domestic worker
7. policeman	_____ shoe repairer
8. laundress	_____ supervisor
9. shoe repairman	_____ police officer
10. trashman	_____ laundry worker
11. fisherman	_____ flight attendant

3. Have pupils list other sex-role-stereotyped job titles and replace them with new titles.

Examples:	garbageman:	garbage collector, sanitation worker
	dockman:	dock worker, dockperson
	assemblyman:	assembler

4. Have students define, explain, and discuss the following words, using both a dictionary and their own knowledge and experience:
   a. sexism
   b. female roles
   c. male roles
   d. sexual stereotyping
   e. sexual equality
   f. sexual discrimination
   g. folkways
   h. customs
   i. laws

Day 3

1. Display the front page of a local newspaper and the cover of a local magazine. Discuss the sex of the writers of the various articles. (Note: Most front page news and "scoops" are still being written by men, while most fashion, advice, and "living" articles are still being written by women.)

2. Have pupils analyze newspaper sections for articles traditionally written by men and those traditionally written by women. Newspaper sections will include household hints, fashion, advice, sports, front page news, editorial columns, major "scoops," book reviews, interviews, food news, medical advice, etc. Have pupils analyze the placement of advertising in relation to the various sections.

3. Have pupils read the story of Nellie Bly, a famous news reporter. Discuss the problems she had convincing editors to give her other assignments besides fashion and food reporting. Do you think this problem would still be encountered today?

FOLLOW-UP ACTIVITIES:

1. Have pupils watch or listen to news programs and record and chart the numbers of females and males appearing as:
   a. anchorpersons
   b. foreign correspondents
   c. reporters of national news
   d. reporters of local news
   e. reporters of crime and violence
   f. sports reporters

g. reporters of stories traditionally for women
h. reporters of stories traditionally for men

Have pupils note any other factors that indicate sexism in assignments.

2. Contact a female newsperson. Have her come to class to talk with the pupils, or take a trip to a newspaper or a television or radio station to talk with her.

LESSON #8

PRODUCING AND CONSUMING: CAREER AWARENESS
(K-6)

OBJECTIVES:

1. Pupils will develop awareness that job assignments should be based on ability, not sex.
2. Pupils will be introduced to a variety of jobs and job-holders in order to broaden their own career aspirations.
3. Pupils will develop awareness of the need for preparation and training for a job.

MATERIALS:

1. Free to Be . . . You and Me (book or record) by Marlo Thomas et al., McGraw-Hill, 1974
2. Job Cards (made by teacher):

cashier	machinist	lawyer	sales clerk

Be sure the language of the job titles does not indicate the sex of the job holder. "Cashier" is acceptable, but not "fireman."

PROCEDURE:

Day 1

1. Play or read the song "Parents Are People" from the book or record Free to Be . . . You and Me.
2. Make a list of jobs mentioned in the book or song.
3. Discuss the list with the class:
   a. What are the necessary qualifications for each job?
   b. Are there jobs that can be done only by females, and jobs that can be done only by males? Which ones?
4. Encourage pupils to describe their parents' and relatives' jobs. Introduce the concept that family housekeeping is a "job," although unsalaried, and that the role or mother or wife is separate from the role of housekeeper.
5. Hold up job cards and ask pupils to determine if the job is a woman's job, a man's job, or either sex's job.

Day 2

Have pupils role play scenarios involving females and males in sex-role-stereotyped jobs (for example, male boss/female secretary), and then repeat the scenarios with the job roles reversed (female boss/male secretary).

Day 3

Have pupils share their career aspirations and write compositions and make pictures about their choices. Display their work on a bulletin board entitled "Someday I Will Be . . ."

Day 4

Have pupils imagine they are stranded on two identical islands--all girls on one, and all boys on the other. Have pupils from each "island" answer these questions:

a. What things will you need to know how to do to survive on your island?
b. Which of these things do you know already? How did you learn them?
c. Of the things you must learn for survival, which do you think will be the easiest to learn? The hardest? Why?

FOLLOW-UP ACTIVITIES:

1. Arrange classroom visits by people working in nontraditional jobs. Arrange class visits to the workplaces of people employed in non-traditional jobs.

2. Have pupils name at least three jobs not mentioned previously and talk briefly about the necessary qualifications and the actual jobs.

3. Hold mock job interviews for various jobs.

4. Have pupils imagine they are 65 years old and looking back at their lives. Have them describe their most outstanding work-related achievements.

5. Hold job interviews for class jobs (giving out papers, holding doors, etc.). Have a pupil panel set up criteria for qualifications and justify their choices of candidates with reference to their criteria.

6. Have pupils research the percentage of women and men in jobs to which they aspire. Ask them to account for their findings.

7. Have pupils compose want ads for jobs.

8. Compile a class career book. Have pupils bring in articles and pictures about jobs they find interesting.

9. Have pupils play "$20,000 Pyramid." (Pupil describes a job and partner guesses it.)

10. Have pupils play "What's My Line?" (Panel guesses pupil's "occupation.")

LESSON #9

PRODUCING AND CONSUMING: TOYS
(Primary Grades)

OBJECTIVES:

1. Pupils will identify sex-role stereotyping on toy packaging and in toy advertising, and will make suggestions for change.
2. Pupils will create a nonsexist radio or television toy ad or toy packaging.

MATERIALS:

1. One of the following "toy category sheets" for each pupil:

TOY CATEGORY SHEET				
GAME	CRAFT	HOMEMAKING TOY	SPORTS TOY	ACTION TOY

2. An illustrated toy container or packaging that shows people using the product.
3. Newspaper and/or magazine ads for toys
4. One of the following "toy checklists" for each pupil:

TOY CHECKLIST						
CATEGORY OF TOY _____						
Name of Toy	Total Number Boys on Container	Number Playing	Number Watching	Total Number Girls on Container	Number Playing	Number Watching

PROCEDURE:

Day 1

1. Make a class list of toys that pupils would like to receive as gifts. Discuss choices:
   a. Why do you want it?
   b. What do you like about it?
   c. What makes you think this is a good toy for you?
   d. Where did you first find out about this toy?

2. Distribute a toy category sheet to each pupil. Have pupils fill out the sheets.

Day 2

1. Prepare a display of toy containers and magazine/newspaper ads. Discuss each container and ad:
   a. Into what category does this toy fit?
   b. Is the toy being "watched," "played with," or both?
   c. Who is using the toy (girl, boy, woman, man)?
   d. Who else might enjoy the toy (that is, if a girl is pictured, might a boy enjoy it, and vice versa)?
   e. Is the advertising or packaging aimed exclusively, or mainly, at females or males? Should it be? Why or why not?
   f. Why do you think the manufacturer depicted the toy being used in a certain way?
   g. What changes do you think should be made?

Day 3

1. Divide pupils into five groups according to the five categories on the toy category sheet. Have each group fill out the toy checklist for its category, and discuss its findings. Have pupils refer to the display of toy containers and advertising.
   a. Which category(ies) featured the most girls?
   b. Which category(ies) featured the most boys?
   c. Were any categories equal?

2. Have pupils create a nonsexist wrapping or ad for an existing or imagined toy. Have pupils work individually or in teams and share their work with the whole class.

FOLLOW-UP ACTIVITIES:

Note: An especially good time of the year for this unit on toys is the gift-giving season of Christmas/Hanukkah, when toys are uppermost in pupils' minds.

Have pupils read and discuss any of the following:

"Housework" and "William Wants a Doll," in Free to Be . . . You and Me by Marlo Thomas et al., McGraw-Hill, 1974.

A Train for Jane by Norma Kline, The Feminist Press, 1974.

Nothing but a Dog by Bobbi Katz, The Feminist Press, 1972.

The Magic Hat by Kim Chapman, Lollipop Power Press, 1976.

LESSON #10

SELF-REALIZATION: FAIRY TALES
(K-6)

OBJECTIVE:

Pupils will realize that females and males are portrayed stereotypically in most fairy tales.

MATERIALS:

1. Stories such as "The Princess and the Pea," "Snow White," "King Midas and the Magic Touch," "Sleeping Beauty," "Cinderella," "Rumplestiltskin," "Rapunzel," and others, from Time for Fairy Tales--Old and New by May Arbuthnot, Scott, Foresman & Co., 1952; or The Golden Treasury of Children's Literature by Louis and Byrna Untermeyer, Golden Press, 1966.

2. "Atalanta," in Free to Be . . . You and Me by Marlo Thomas et al., McGraw-Hill, 1974

PROCEDURE:

Day 1

1. Make a list of the class's favorite fairy tales. Have the class as a group select one or two favorite fairy tales. Read their favorite selection or show a filmstrip of the story (if available).

2. Ask pupils the following questions:
   a. Who is your favorite character? Why?
   b. Which of the men (boys) or women (girls) in the story would you least like to be? Why? Most like to be? Why?

3. Have pupils speculate whether the story could happen in real life.

4. Have pupils tell what the following phrases mean to them:
   a. "cruel stepmother"
   b. "wicked witch"
   c. "her knight in shining armor"
   d. "lived happily ever after"
   e. "the beautiful princess"
   f. "the brave knight"

   Have pupils name various fairy tale characters evoked by the phrases.

Day 2

1. Read the story "Atalanta" from Free to Be . . . You and Me to the class.

2. Ask pupils the following questions:
   a. Who is your favorite character in the story? Why?
   b. Would you rather be Atalanta or Young John in the story? Why?
   c. Which of the characters in the story do these phrases describe?
      (1) "so bright"
      (2) "so clever"
      (3) "could build and fix things"
      (4) "could run as fast as the wind"
      (5) "smiling with the pleasure of the race"
      (6) "sailed off to discover new lands"
      (7) "set off to visit great cities"
      (8) "both living happily ever after"

3. Have the class compare the characters in "Atalanta" with the characters in the class's choice of fairy tale (read the day before). For all the characters, have pupils describe their personality traits, the situations they become involved in, how they get out of these situations, the attitudes of other characters toward them, etc.
   a. Which of these stories could happen in real life?
   b. Which of these stories do you like better?

Day 3

Have pupils, working individually or in small groups, write and illustrate their own fairy tales or revise some of the traditional stories to make them nonsexist.

FOLLOW-UP ACTIVITIES:

1. Have pupils write a story or draw a picture telling what they think life will be like for Cinderella, Snow White, Atalanta, or one of their own characters five years after the end of the story.

2. Have pupils make a diorama or bulletin board showing an action scene from the story of Atalanta.

3. Have pupils write an imaginary dialogue between Atalanta and a traditional fairy tale heroine, in which each character tells the other some things about her life. What things about Atalanta might surprise or confuse the traditional heroine, and vice versa?

APPENDIX

GUIDELINES FOR THE SELECTION OF BOOKS AND OTHER INSTRUCTIONAL AIDS

The school district committed to supplying its schools with the most effective, up-to-date, and relevant instructional materials produced should be sure that materials contain tests and illustrations that

- Reflect the heterogeneity and multiethnic quality of American life.
- Reflect the changing roles of both sexes in American life.
- Interest urban children.
- Highlight instructional, interracial, and interethnic relationships.
- Meet the needs of children of varying interests and abilities.
- Favorably portray women in nontraditional roles.

Materials that should be of particular interest are those that

- Give students a better understanding of the factors and issues influencing city life.
- Encourage greater awareness among black and Puerto Rican students of both sexes of their groups' importance to American and world culture.
- Help members of other ethnic groups gain more positive insights into cultural contributions made by blacks, Puerto Ricans, and women.
- Emphasize contributions made by ethnic groups of both sexes to American life.
- Encourage female students' awareness of their potential.
- Build positive attitudes about individual potential without stereotyping male and female roles.

I. RECOMMENDED CRITERIA FOR THE SELECTION OF BOOKS AND OTHER INSTRUCTIONAL AIDS

A. Materials should reflect perspectives that will help <u>all</u> children to chart their social relationships in terms of respect for the worth and dignity of every human personality. Such material should

1. Be read with profit and enjoyment by children of both sexes and of any racial, religious, or national group.

2. Contain subject matter that can be interpreted by the child in the light of his or her own experiences, interests, and emotional needs.

3. Help all groups and both sexes achieve equal status in our society.

4. Offer all groups and both sexes the kinds of human characteristics that children can admire and emulate.

5. Present information or introduce concepts that break down racial, sexual, ethnic, and religious stereotypes commonly held in our culture.

6. Picture different cultures, races, and sexes in ways that create an emotional tone of friendliness and warmth, rather than rejection.

7. Show the contributions of various groups, both sexes, or individuals of all groups to the progress of society.

B. Materials should reflect interpretations of life in ways that help children live together more democratically. Such materials should

1. Give balanced, well-rounded, accurate pictures of group life so that the child sees not only the norm but also variations of the norm.

2. Present the universals in people's lives as well as the differences.

3. Avoid racial, ethnic, sexual, and national stereotypes.

4. Fill important gaps in the information about people that children should possess.

5. Increase respect of minority groups and women for themselves and their culture.

6. Present various groups as conveyors of new and different experiences which will enrich the whole society.

7. Not present members of minority groups or women condescendingly or as objects of ridicule or derision.

8. Not indulge in name-calling, epithets, or sexual put-downs.

9. Help children enter vicariously into the lives of others, thus enriching their own lives.

10. Be sensitive to children's feelings so that no child, male or female, thinks, "This is another book making fun of me." (This feeling may be based on the text or on the illustrations.)

11. Avoid the use of dialect, except when it is absolutely necessary. Dialect can be offensive. It also increases reading difficulty and is frequently not used accurately.

12. Include contemporary stories. They are generally more effective than less recent ones in helping students develop social awareness. These stories should intelligently and realistically describe the social problems that all children face in everyday life.

13. Not present folkways of any group as undesirable behavior. Folkways should be presented as an adaptation of people to certain environmental conditions. "It all depends on where you are and what you have to build with."

C. Materials should encourage wiser, more understanding, and more democratic human relations. Such materials should

1. Present, in frank terms (consistent with the maturity of the reader), some of the problems encountered when different sexes, races, and cultural groups live together as citizens in our democratic and ethical framework.

2. Acquaint children with scientific facts about cultural groups and their differences and help children to analyze their own prejudices.

3. Make children aware of discrimination against women in our culture and help them to analyze their own prejudices.

4. Acknowledge the contributions to American culture made by <u>all</u> Americans.

5. Help children use democratic criteria to evaluate their own and other groups.

II. ADDITIONAL CRITERIA FOR SOCIAL STUDIES

A. Good books and other instructional materials intended for use in elementary social studies curricula should be evaluated for their ability to help children do the following:

1. Understand that:

a) This is a world of many peoples.
b) All peoples and cultures are interdependent.
c) Each person must be given an opportunity to do her or his share as a working member of society.
d) Being different doesn't make one wrong or peculiar. In fact, each of us is different.
e) There are many basic similarities among peoples, even in the presence of seeming diversity.
f) People live in many different environments in manners most convenient to them.
g) Civilization is an ever-growing chain from past to future.

2. Deal fairly with the contemporary life as well as the past history of all groups.

3. Slight no particular group or sex by omission. Include the worthwhile deeds of all groups.

4. Give children of all groups and both sexes justifiable pride in their own heritage.

5. Make clear to children the elements in American life that are hostile to our democratic philosophy.

6. Include an accurate picture of the historical roles and contributions of women as well as of men.

III. FORMAT CRITERIA

A. Books

1. Illustrations should be accurate and interesting, and located near the information they are illustrating.

2. Illustrations should feature both sexes in a variety of roles in American life.

3. Illustrations should be accurate and interesting, and located near the information it is illustrating.

4. Type should be readable and arranged well on the page.

5. Pages should be made of strong, opaque paper which can be turned easily by children.

6. Pages should lie flat when opened.

7. Bindings should be sturdy.

B. Instructional Aids

1. Films, filmstrips, and film loops should be suitable for use with available school district equipment (unless the manufacturer's package includes special equipment).

2. Directions for pupils and teachers should be clearly and simply stated.

3. If the item involves material intended to be handled by pupils, these materials should be well-adapted for such use.

4. Sound recordings intended for classroom rather than individual use should be suitable for listening by the entire group. (Sometimes portions of recordings become so faint that only the children nearest the playback can hear them.)

5. The colors of prints and reproductions should be properly registered; i.e., they should occupy the exact space allotted to them.

6. Pictures and other visual display materials should be printed on strong paper, board, or plastic and should be as glare-proof as possible.

7. All visual materials to be used on a projector (overhead, slide, or filmstrip) should have lettering that can be read easily. All illustrations should have sharp definition.

8. Materials of all kinds should be packed in sturdy containers. If such containers are needed permanently, care should be taken to make sure that they are suitable for the purpose.

9. Materials should be arranged in containers by the manufacturer so that teachers (and, when necessary, students) can find, remove, and replace them easily.

10. Materials should be adaptable for easy storage whenever possible.

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